Swami Ramanand Tirth Marathwada University Nanded.

"EFFORTS AND OUTCOME TO PROMOTE INCLUSIVE EDUCATION IN THE SCHOOLS OF GOA STATE-AN EXPLORATORY STUDY"
Research Proposal

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TITLE OF THE STUDY:
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Chapter 1
Introduction:

1. Introduction:

Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all, moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

The Salamanca Statement and Framework of Action on Special Needs Education

Understanding the Difference: Inclusive, Integrated and Segregated Education

Globally, children with disabilities count for one-third of all children out-of-school. In developing countries, the numbers are even more staggering, with 90% of all children with disabilities out-of-school. Although it is imperative that children with disabilities receive an education, it is also being recognized by bodies around the world that the type of education that children with disabilities receive is just as important. There are three basic types of Special Education, although many different models of classroom organization and teaching are available within each type. Segregated education occurs when students with disabilities learn completely separate from their peers.Often, especially in "developing" countries; segregated education takes place in the form of special schools created specifically for the education of students with disabilities, or in completely separate classrooms for students with disabilities. Segregated education pinpoints the child as the problem in the system, the impediment to learning, and as a result, these students will often receive a completely different curriculum and different methods of testing, rather than being taught the same curriculum as their peers. This separation in school often creates separation within other areas of life as well. Integrated education is similar to inclusive education, but without any ideological commitment to equity. Integration places students in a mainstream classroom with "some adaptations and resources."However, students are expected to "fit in with pre-existing 3 structures, attitudes and an unaltered environment." Integration is often mistaken for inclusion because students are placed in a mainstream classroom, which is a step towards inclusion. However, if there has not been a paradigm shift within the school and these students are not perceived as equals, if curriculum is not taught for

the understanding of all instead of some, then the students are integrated, but not included in the school. Inclusive education "is a process of strengthening the capacity of the education system to reach out to all learners." "It involves restructuring the culture, policies and practices in schools so that they can respond to the diversity of students in their locality." For a school to be inclusive, the attitudes of everyone in the school, including administrators, teachers, and other students, are positive towards students with disabilities. Inclusive education means that all children, regardless of their ability level, are included in a mainstream classroom, or in the most appropriate or least restrictive environment (LRE), that students of all ability levels are taught as equals, and that teachers must adjust their curriculum and teaching methodologies so that all students benefit. This also avoids wasting resources, and "shattered hopes," which often occurs in classrooms that are "one size fits all." Studies have shown that systems that are truly inclusive reduce drop-out rates and repetition of grades, and have higher average levels of achievement, compared to systems that are not inclusive. People who believe in inclusive education believe that the education system is the impediment to learning for a child, and that every child is capable of learning! It is important to note that within government documents and scholarly publications in India, the three different terms-segregation, integration and inclusion-are often used interchangeably, or with different definitions than those attached to the three words in the United 4 States. This could stem from a variety of reasons, although a lack of education on the original meanings connected to the words seems to be the most logical explanation.

Today Inclusive education is considered a human rights issue and hence any kind of exclusion is considered as violation of human rights of the disabled. There was for long a belief that the disabled were best taught in special schools and were therefore prepared separately from the everyday life of schools. The result was that when the disabled students are not members of the appropriate class for their age group and when there is no plan to include them, they are likely to be affected adversely. This realisation has been strong during the last three decades and thus began the movement for inlcusion which is now being implemented vigorously at the school level in many parts of the world including in India and Goa. The existence of special schools represented a serious violation of students' human rights and the conversion or establishment of Inclusive schools was the apt response to this segregationist situation. It has been increasingly realised that the benefits of inclusion apply to all students,disabled and non-disabled alike.

1.1 Importance of Inclusive Education

Inclusive Education is meant to make schools as centers of learning and educational systems as caring, nurturing, and supportive educational communities where the needs of all students are met in a true sense. Inclusive schools no longer provide "regular education" and "special education". Instead, inclusive schools provide an inclusive education and as a result all students are able to learn together. In other words, it is open to all students, and ensures that all students can learn and participate in a common situation and a common milieu. In short, Inclusive Education is a process of enabling all students, including previously excluded groups, to learn and participate effectively within mainstream school systems. Within the schools Inclusive Education is an approach which aims to develop a child-focus by acknowledging that all children are individuals with different learning needs and speeds and yet can be educated and trained without alienating them from their normal 3 peers. Teaching and learning is made more effective, relevant and fun for all. Inclusive Education is a relatively new concept, and is now recognized throughout the world. Inclusive Education in essence stands for equality, and accepts every child with his or her own unique capabilities. This notion is now being accepted by all the international, national and local educational programmes. Inclusion therefore entails the educational system making itself open and welcoming to all. As far as the inclusion of disabled children is concerned, there is a shift in outlook and the services from `care of the disabled child' to `education and personal development' of the child.

1.2 INCLUSIVE EDUCATION IN RTE- SSA- AN OVERVIEW

RTE mandates free and compulsory education to all children from 6-14 years of age. The key objective of RTE- SSA is Universalization of Elementary Education (UEE). Three important aspects of UEE are access, enrolment and retention of all children in 6-14 years of age. This goal of UEE, has further been facilitated by the Constitutional (86th Amendment) Act, making free and compulsory elementary education a Fundamental Right, for all the children in the age group of 6-14 years. This Amendment has given a new thrust to the education of Children With Special Needs (CWSN), as without their inclusion, the objective of UEE cannot be achieved. In-fact inclusion of

one of the groups, which is extremely crucial for UEE, is perhaps that of the CWSN. Hence, education of CWSN is an important component of SSA.

1.3 STATEMENT OF THE PROBLEM:

"EFFORTS AND OUTCOME TO PROMOTE INCLUSIVE EDUCATION IN THE SCHOOLS OF GOA STATE -AN EXPLORATORY STUDY"

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1.4 The study is entitled "**"EFFORTS AND OUTCOME TO PROMOTE INCLUSIVE EDUCATION IN THE SCHOOLS OF GOA STATE -AN EXPLORATORY STUDY**

1.5 Objectives of the study:

1. To find out the prevalence and Identification of disability in the state of Goa
2. To find out the status of enrollment of the disabled students in educational institutions in the state of Goa
3. To study the efforts of Government towards achieving Inclusive Education in Goa
4. To study the Efforts of the Non Government Organizations towards achieving Inclusive Education in Goa
5. To study the activities undertaken by the schools to achieve Inclusive Education in Goa
6. To find out the attitudes of the teachers in Schools for Inclusive Education in Goa.
7. To find out the level of awareness regarding Inclusive Education among the heads of the Schools in Goa
8. To identify the problems faced by the Managements in Inclusive Educational in Goa.
9. To find out the attitude of the parents towards Inclusive Education.
10. To study the outcome of the various efforts by the govt.NGO, Schools, Heads of the schools, Teachers and Parents.

1.6 Significance of the Study

The present study in the context of human rights is extremely relevant and timely. The present study was intended to study the various aspects concerning the Inclusive Education in Goa as the same could prove to be helpful in finding the solutions to the problems besetting inclusive education in Goa and make improvements to the inclusive education implementation in Goa. Also the findings of the study could help in better education policy formulation for the disabled. Also Goa being a small and highly literate state, it was possible to conduct a comprehensive study on this subject and the

finding and conclusions of this study could act both as indicators and example for the other states in the country trying to implement Inclusive Education. The usefulness of the study is thus to apply it to other states in the country. The findings can be logically extended to other parts of the country. This study will be of great help and useful to the teachers, to the school administrators, government Policy-makers, NGO activists and the academic. The study will be useful for making changes to the schemes and to take corrective measures to improve Inclusive education.

1.7 Delimitations of the study:

Briefly the following will be the delimitations of this study:

1.Looking at the effectiveness of laws, policies and schemes implemented in Goa by both the Governments and NGOs.

2 Looking at the facilities provided by the government,

3. Looking at attitudes, concerns and issues connected with the teachers involved in inclusive education schools.

4. Looking at the benefits to the disabled students studying in such inclusive schools/institutions.

5. Understanding the level of awareness among the Principals and Headmasters of the regular schools.

6. Looking at views of the different stakeholders in the education field especially the government officials and educationists and scholars.

7. Attention was also focused on inclusive education in institutions of higher learning in Goa which included the colleges and the University.

8. Examining the present position of the Inclusive Education in Goa at all levels of Education by looking at the operation of the Inclusive Education at school, college and university levels.

1.8.Operational Definitions:

1. Inclusive Education:

Inclusion in education is an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their time with non-disabled students.

2. Schools in the Goa

Schools in the Goa are the education institutions that are owned by the private management. But the rules and regulations followed here are same as that of the public schools. The curriculum, study materials, syllabus, examinations, etc. for each class of education are done according to the government rules.

3. Goa:

Goa is one of the states in India.

Chapter II
Review of Literature

1. Review of literature will be collected by using ERIC, Mentard, National and Internal National Journals. (National Institute for the Mentally Handiapped,Secunderabad)
2. Review of literature will be collected from the dissertations/ thesis of the M.Ed.M.phil.and Phd.candidates.
3. M.B. Booch volume will be used for the review of literature.

Chapter III
METODOLOGY OF THE STUDY

3.1 PLAN AND PROCEDURE

Nature and Design of the study:

The present research is a study with a combination of different approaches. It is primarily a descriptive study. However given the extent and nature of the study a descriptive analysis alone cannot be the mainstay of this study. Historical approach is also imperative to a limited extent since a timeframe for the coming of Inclusive education to Goa is also considered. The study also involves statistical analysis especially of the attitudes and a concern of the teachers' .The study is also done using comparative analysis wherever necessary.

3.2 Tools used in the study:

The Data will be collected using Questionnaire and Personal Interview.The researcher developed a questionnaire.

3.3 Population of the study:

The entire population of the govt.aided schools at primary, middle, secondary will be studied for the purpose of the study.

3.4 Sample of the study: The sample will be selected through random sampling technique. Proportionate size of the sample will be selected from 100 govt.Govt.Aided Schools in Goa.

3.5 Procedure of data collection:

All the govt aided schools will be surveyed in the state of Goa and data will be collected with the help of questionnaires, interviews, and observations.

Chapter IV

Data Analysis and Results

4.1 ANALYSIS OF DATA

The data will be collected for this study will be subjected to analysis and interpretations using the necessary descriptive and statistical analysis tools. Also group means M, standard deviation-SDs and t-values will be computed to observe gross differences in various indices. ANOVA will be used to establish and ascertain relationship between the awareness levels of principals and the type of institutions they belonged to. Also percentage and comaparative analysis will be used to bring out the clear picture of the reality.

Chapter V

Recommendations and suggestions

RECOMMENDATIONS

On the basis of the above findings, the following recommendations are proposed to the Government and other concerned agencies and organisations for ameliorating the existing conditions.

1. B.Ed- Only teachers holding a B.Ed Degree course of 2years duration, having both special and general B.Ed training should be appointed as teachers in future in the Inclusive schools as they would be able to handle both the section of students more

2. Supply of aids and appliances free of cost must be provided to all the disabled students at the inclusive schools itself.

3. A separate budget should be allocated for inclusion by the education department and at the department of higher education, instead of a common one. The state Government should increase the funds of the inclusive schools for its expenses

4. Holding of seminars and conferences at the state level must be made compulsory wherein main themes a dout inclusion should be discussed. Teachers from various institutions should be invited for the same.Resource persons from various states as well as abroad should be invited to orient the participants.

5. Strict action should be taken by all those incharge for the implementation of inclusive education against those schools which do not enroll disabled students at the various stages of education. The monitoring body should see to it that the educational institutons do not refuse admission of the disabled students

6. Barrier free environment should be created at wall the inclusive education schools. All necessary ramps, railings, tactile tiles etc should be constructed in schools and institutions of higher learning, even before students with special needs are given enrollment.

7. Transport facilities should be arranged for the inclusive schools by the state government inorder to encourage the disabled to go to inclusive set up.

8. Curriculum should be flexible and vocational in nature for the inclusive schools.

9. The Social Welfare Department should maintain separate record of the disabled students who avail various facilities .

10.Appropriate sensitization, orientation and awareness should be done of all the teachers, parents, students, headmasters, principals, educational officers and the public at large so that inclusion is made clear to all.

11. There should be an overall collaboration and co-operation among all the departments like the social welfare, education department, the directorate of higher education, the NGO’s and the schools, so the inclusion is a success. The NGO’s should be also involved in the screening process as most of their professionals are well experienced and trained

12. The framing of the curriculum for the inclusive schools should be done by the various experts and professionals involved in the field of special education.

13. Disabled friendly environment should be made at all the educational levels.

14. The teachers at the various educational levels should be given inhouse/inservice training so that they are made aware of the need and importance of the subject.

SUGGESTIONS FOR FURTHER RESEARCH

There are many areas about which research needs to be done in Goa on the subject of Inclusive Education.
As the present research was mainly descriptive in nature the following aspects concerning inclusive education could also be taken up for further studies

1. A comparative study may be undertaken to understand the functioning of inclusive schools in Goa and other states in our Country.
2. A study could also be conducted to ascertain the attitude of the parents regarding inclusive education.
3. A study may also be conducted to ascertain the effectiveness of inclusive educaton schools on the performance of the disabled student's academic and social development 4. A study may also be undertaken to ascertain the attitude of the teachers regarding inclusive education
5. A study could also be undertaken to ascertain the level of concern by the teachers about the education of the disabled children in the inclusive schools.

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Time Table for the Research/Study

""EFFORTS AND OUTCOME TO PROMOTE INCLUSIVE EDUCATION IN THE SCHOOLS IN THE STATE OF GOA-AN EXPLORATORY STUDY"

Sr. No.	Content.	Time/Duration/ Month
1.	Introduction	6 Months
2.	Review of Literature	6 Months
3.	Methodology (Selection of Sample,Selection of tool, validity and reliability of tool etc.)	6 Months
4.	Collection of Data	6Months.
5.	Analysis of Data and interpretation	3Months.
6.	Recommendations and suggestions	3 Months
7.	Summarry and conclusion	3 Months.
8.	Typing/Printing/Binding	3 Months.
	Total	**3 Years.**

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